



August & September: K-2

Introduction: MyPlate & Breakfast



South Carolina Farm to School Lessons

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Overview

Welcome to the South Carolina Farm to School September Nutrition Education Lesson. This lesson contains information & hands on activities for teaching grades K-2 about the first meal of the day: *BREAKFAST*. Our goal for this lesson is to encourage children to start the day right with a healthy breakfast.

In order to achieve this goal, we recommend introducing information about MyPlate, the newest tool from the United States Department of Agriculture that builds knowledge of food groups in order to create a balanced diet (see details below). In addition, as part of the South Carolina Farm to School Program mission, this lesson includes content & activities to promote the consumption of South Carolina fruits & vegetables. Specifically the focus of this lesson will be promoting SC peaches & tomatoes, which are the *Palmetto Pick of the Month* for August & September, respectively. These lessons are designed to be delivered over a two week period, noting that introduction & activities will be supplemental to existing curriculum.

Estimated total time: 45 mins

Teacher Background: Information to Meet MyPlate Food Groups!

<p>Fruits</p>  <p>ChooseMyPlate.gov</p>	<p>What is it? Any fruit or 100% fruit juice counts as part of the Fruit Group. Fruits may be fresh, canned, frozen, or dried, & may be whole, cut-up, or pureed.</p> <p>Benefits: Fruits supply many essential vitamins and minerals that keep us healthy.</p>
<p>Vegetables</p>  <p>ChooseMyPlate.gov</p>	<p>What is it? Any vegetable or 100% vegetable juice counts as a member of the Vegetable Group. Vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated; & may be whole, cut-up, or mashed. Vegetables are organized into 5 subgroups, based on their nutrient content. The five subgroups are: dark green vegetables, red & orange vegetables, beans & peas, starchy vegetables, & other vegetables.</p> <p>Benefits: Vegetables supply many essential vitamins and minerals that keep us healthy.</p>
<p>Grains</p>  <p>ChooseMyPlate.gov</p>	<p>What is it? Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain is a grain product. Grains are divided into 2 subgroups, whole grains and refined grains.</p> <p>Benefits: Grains are a great source of energy and provide important nutrients including dietary fiber.</p>
<p>Dairy</p>  <p>ChooseMyPlate.gov</p>	<p>What is it? All fluid milk products & many foods made from milk are considered part of this food group.</p> <p>Benefits: Dairy products are a great source of calcium, vitamin D, potassium and protein. These nutrients are all important to keep our bones, teeth and muscles healthy.</p>
<p>Protein</p>  <p>ChooseMyPlate.gov</p>	<p>What is it? All foods made from meat, poultry, seafood, beans & peas, eggs, processed soy products, nuts, & seeds are considered part of the Protein Foods Group.</p> <p>Benefits: Foods in these group are a great source of nutrients (protein, B vitamins, vitamin E, zinc, iron and magnesium), which keep our body healthy and strong.</p>

For more information visit the USDA ChooseMyPlate.gov website to learn more about food groups, portion control, healthy meal ideas & getting more physical activity. <http://www.choosemyplate.gov/>

Facts about Peaches & Tomatoes



South Carolina peaches are an important part of your daily 5 servings of colorful fruits and vegetables

Locally Grown: upper midlines and upstate

* SC grows 60,000 tons per year

Good Source of: Vitamins A, B and C

Calories: 37 (medium peach)

Peaches: Part of the rose family and will have a sweet fragrance when ripe.

Nectarines: are peaches with the fuzz.



South Carolina tomatoes are an important part of your daily 5 servings of colorful fruits and vegetables

Locally Grown: low country

Good Source of: Vitamins A and C

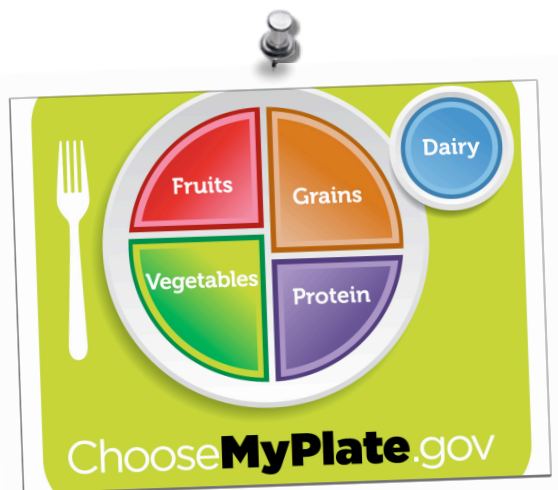
Calories: 22 (medium tomato)

Varieties: Cherry tomatoes (used on salads), plum tomatoes (used for tomato paste), grape tomatoes (also used on salads), beefsteak tomatoes (used for sandwiches), and Campari tomatoes (are sweet and noted for their juiciness)

Peach info: <http://www.sciway.net/shop/peaches.html> South Carolina Information Highway. pic from http://www.free-extras.com/images/fruits_peaches-5531.htm

Tomatoes: <http://en.wikipedia.org/wiki/Tomato> and <http://caloriecount.about.com/calories-tomatoes-red-ripe-i11529> to determine the kcal content. pic from: <http://foodspeople.com/wp-content/uploads/2011/05/tomato2.jpg>

Lesson Checklist



F2S Aim: To eat a healthy breakfast with MyPlate.

F2S Objectives

Students will be able to:

- * Identify food groups using My Plate.
- * Identify nutritious foods for breakfast.
- * Appreciate the benefits of eating breakfast daily.
- * Prepare & taste a healthy breakfast with a SC fruit.



Materials:

- * MyPlate hand-outs (Appendix A)
- * Foods Picture (Appendix B)
- * Food Goal Worksheet (Appendix C)
- * My Plate - Teacher Version (Appendix D)
- * Crayons
- * Pencils / Paper / Journal



National Health Education Standards

1.2.1	2.2.2	4.2.2	5.2.1
7.2.1	8.2.1		

SC State Standards

ELA 1-2.4	Create responses to informational texts through a variety of methods. Use functional text features (including table of contents)
ELA 1-3.1	Use pictures, context, and letter-sound relationships to read unfamiliar words.
ELA 1-3.3	Use vocabulary acquired from a variety of sources.
ELA 1-3.20	Use pictures and words to construct meaning.
ELA 1-3.21	Recognize environmental print (for example, signs in the school, road signs, restaurant and store signs, and logos).
ELA 1-6.1	Generate how and why questions about a topic of interest.
ELA 1-6.6	Follow one and two step oral directions.

Note: The following standard can also be met by using any of the books listed in the Resources (page 8):

ELA Standard 1: The student will begin to read and comprehend a variety of literary texts in print and non-print formats.

Lesson Essential Components

Lessons profile	Page(s)	Yes	No	Notes
Palmetto Pick of the Month	10	★		
Health Education Standards	7-9	★		
SC-Cross Curricular Standards	7-9	★		
SC-F2S Behavioral Goals	7-10	★		
Cooking Activities	10	★		
Tasting Activities	10	★		
Physical Activity	7-9	★		
Food Safety	10	★		
School Food Garden			★	
Student to Farmer Connections (i.e. field trips, talks)			★	
Student to Chef Connections			★	
Farm to Cafeteria	7-9	★		
Provision of scientific knowledge/rationale	7-9	★		
Risk and benefits about healthy behaviors	7-9	★		
Obstacles, Barriers & Solution			★	
Family involvement and other supports		★		Family Activity Sheet
Set goals and monitoring progress			★	
Other hands on activities:	7-10	★		Team Activities, Lunchroom visit

Let's Learn!

Getting a Healthy Breakfast with MyPlate

Estimated Time: 5 mins

Use the MyPlate hand-out to discuss the five groups in MyPlate.¹ (Appendix A - use either printed or blank)

Fruits	Focus on Fruits.
Vegetables	Eat different kinds of vegetables.
Protein	Go Lean with Protein.
Grains	Make at least half of your grains whole.
Dairy	Get your calcium-rich foods.

Note: For additional information on Food Groups, please visit www.MyPlate.gov.

Fruits	Explain that fruit can be fresh, canned, frozen, or dried. Ask children about their favorite fruits. What type or form do they eat?
Vegetables	Do your students eat fresh vegetables? Frozen? Canned? Dark green and orange vegetables are especially important. (Examples include spinach, broccoli, carrots, and sweet potatoes.) Ask students to name dark green and orange vegetables they'd like to try.
Protein	Ask students to name foods from the meat and beans group (meat, fish, chicken, turkey, eggs, dry beans, and peas, nuts, and seeds). Do they ever eat beans at home for dinner?

Grains

Point out foods students might not think of as grains – oatmeal, corn meal, or rice and popcorn. *Tell students that some grains are whole grains. At least half the grains they eat should be whole grain. Some names for whole grains are whole wheat, whole-grain corn, and oatmeal. Show them the words “whole grain” on an ingredients label or the front of a cereal box and ask them to look for it on a cereal box at home.

Milk

Ask students to name some foods in the milk group (milk, cheese, yogurt, ice cream). Where does milk come from? Do they drink milk every day? For children who are lactose intolerant, there are lactose-free products.

Activity

Good Stuff is to choose “Whole and Healthy”

Estimated Time: 10 mins

1. Hand out a copy of Eat Smart with MyPyramid for Kids (Appendix B) to each student.
2. Have students select the appropriate foods for each category. Review the correct answers with students.

Let's Learn!

Stand up for Breakfast²

Estimated Time: 5 mins

Describe the benefits of eating a healthy breakfast. (see examples below)

Learn better / improves focus	Higher scores on achievement tests
Avoid hunger pains that can distract students in the classroom	Less discipline problems

Fewer absences / reduced tardies	Better nutrition & overall body weight
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Use this analogy to emphasize the concept above:³

We need energy to start the day just like a car needs gas to go. Breakfast is like turning the key to start a car. The car key turns the car on like Breakfast turns your body on daily.

- Breakfast wakes your body up
- Keeps your body and mind going
- Allows you to think, learn and remember better
- Keeps you from eating unhealthy (junk food)

If you don't eat breakfast, you may:

- feel tired and slow
- not learn as well
- feel hungry and cranky

What is a healthy breakfast to start your day?

1 banana & 1/2 cup of low-fat yogurt	1 egg & 3 slices of turkey bacon
1/2 cup whole grain cereal & 1/2 cup of milk	1 bowl of oatmeal with fresh berries or raisins

Activity

Action Plan for Eating Breakfast

Estimated Time: 20 mins

1. Create pairs within the class. Each pair is given various pictures (see Appendix C). Using pictures, each pair will create a breakfast that has components of each food group. This can vary to include additional activities such as:

- Color pictures based on instruction from the teacher.

Optional Activities

1. Fruit and Veggie Collages:

Supplies: Magazines, construction paper, glue scissors.

Directions: Let kids cut out pictures of fruits and

veggies, and glue to construction paper for a fruit and veggie collage!

2. "Our Favorite Fruits & Vegetables."

Read *Eating the Alphabet: Fruits & Vegetables from A to Z* by Lois Ehlert. Provide the children with samples of Peaches and Tomatoes to sample. (Palmetto Pick of the Month) Encourage them to smell, touch, taste them and describe the qualities of each one. Give each child one sheet of white paper. Have each child illustrate and describe what their favorite Fruit or Vegetable is. Take each page, photo copy and and make a book for your class or each child.

3. Fruit or Vegetable Over & Under Game

Decide if you are going to name a Fruit or Vegetable. Have students to form a straight line, legs apart and bodies about 2 feet apart. Hand the player in the front of the line the ball. When the player names a fruit or vegetable, the ball is passed over the head of the first player, under the legs of the second player and so on, alternating down the line. The first team to go through all their player wins the game. When the ball reaches the end of the line, the last player will run to the front of the line and name a fruit or vegetable of his/her choice. This activity will allow students to name those foods that they have learned are fruits and vegetables.

4. The Giant Peach

You will need:

Tissue paper in orange, yellow and pink

White (PVA) glue

Paper plate

Scraps of brown and green paper

Instructions:

Paint the back of the paper plate with glue. Rip the tissue paper into small pieces and stick these all over. Paint over another thin layer of glue to stick down any loose edges.

Cut out a small rectangle of brown paper and a green leaf and stick them to your peach. Leave to dry.

When the plate is dry trim any rough edges.



★ Palmetto Pick Activity

Cooking activity & Taste Test

Estimated Time: 10 mins

1. *Lunchroom Link*: Plan a visit to the cafeteria. Ask the staff to show students where to find foods from each food group on the serving line. (Perhaps the foodservice staff could put the appropriate color dot sticker by the food on the serving line, i.e., green = vegetable, red = fruit, etc.)

2. *Taste Test*: Make a smoothie to reinforce a healthy breakfast. This is also a great way to have a mini-taste test in class.

- Have students wash their hands and reinforce that it is important. Show the students that you have washed the peaches before beginning.
- Blend all ingredients & serve!
- Discuss the taste, texture, & healthy ingredients used in the smoothie. Discuss how this is a simple, easy, & fast alternative to start the morning. While preparing the smoothie, discuss briefly the Farm that provided your fresh SC peaches. (Regional Coordinators can provide this information.)
- Remind students that this is a great recipe to do at home with their parents.

Ingredients needed:

1 cup Low-fat milk	4-6 Ice Cubes	Drizzle of Honey
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1 cup Low-fat plain or vanilla yogurt	1 - 1.5 Cups of SC Fresh Sliced Peaches
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Dash of Vanilla Extract	Dash of Cinnamon
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1. Observe participation in lesson activities.

Complete survey at end of month (survey will be sent electronically).

¹ USDA MyPlate.gov

² Adapted from Jump into the Food and Fitness Curriculum, Michigan State University Extension.

³ Adapted from EFNEP, Clemson University

📝 Evaluation

Formal Assessment:

1. Students identified foods within all five food groups using *Eat Smart with MyPyramid* worksheet (Appendix B).
2. Students identified breakfast foods in each food group using *Which breakfast foods do you like?* worksheet (Appendix C).

Informal Assessment:

Remember to practice safe food handling! For more information, visit www.fightbac.org.

FIGHT BAC!



Keep Food Safe From Bacteria®

Resources



Books:

The Vegetable Show by Laura Krasny Brown ISBN # 0316113638	Watch vegetables do a little vaudeville in their attempt to dance and sing their way onto the plates and into the hearts of kids. Kids will truly be tempted by the delightful characters including the Tip-Top Tomato Twins and Bud the Spud.
Grandpa's Garden Lunch by Judith Caseley ISBN #0688088163	Take a trip down to the garden with Sarah and her Grandpa and learn the basics of gardening. Kids will learn about how various foods grow. They will also see why "patience is a virtue."
A Book of Fruit by Barbara Hirsch Lember ISBN #0395669898	While most children recognize fruit in a bowl or in a supermarket, some have never seen fruit growing on a tree or a bush. This well-photographed book makes the connection between the fruit and where and how it grows before it arrives at the supermarket. Photos of single servings of fruit appear on pages opposite photos of where the fruit grows.
The Victory Garden Vegetable Alphabet Book by Jerry Pallotta & Bob Thomson ISBN #0881064688	This book depicts a vegetable for each letter of the alphabet. The art and text help students to make important associations between vegetables and other familiar things in the environment.
D.W. the Picky Eater by Marc Brown ISBN #0316110485	Arthur the Aardvark's sister, D.W., is a picky eater. The family leaves her at home when they go out to eat until D.W. decides she might be missing something good by being so picky.

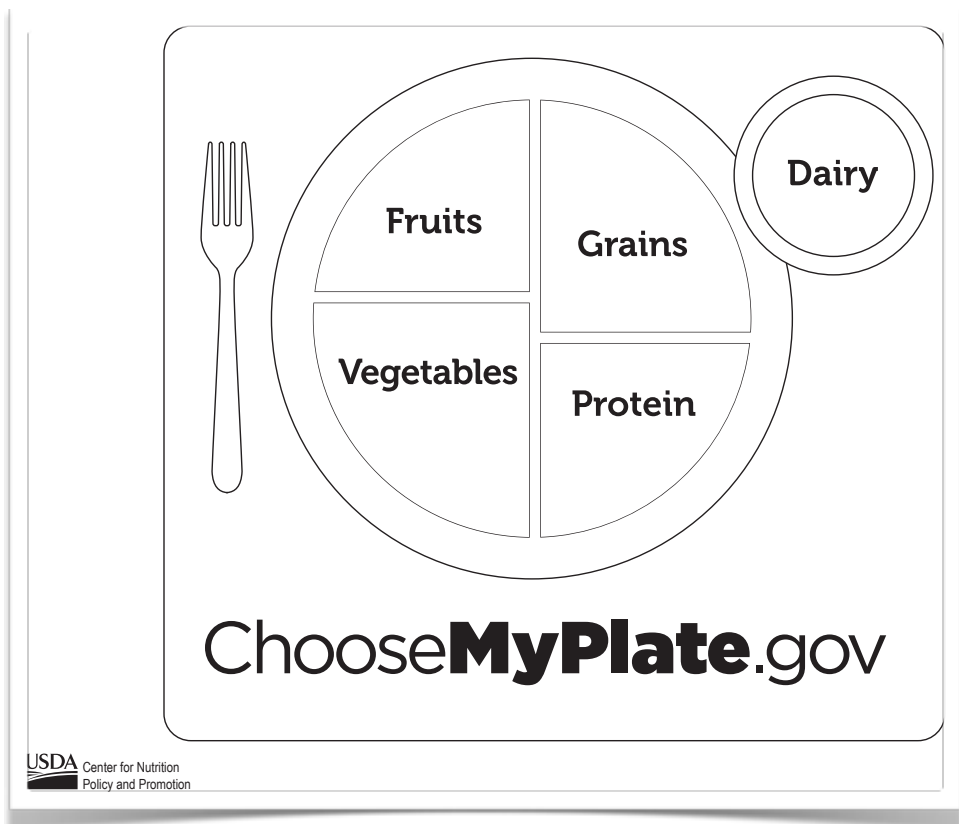
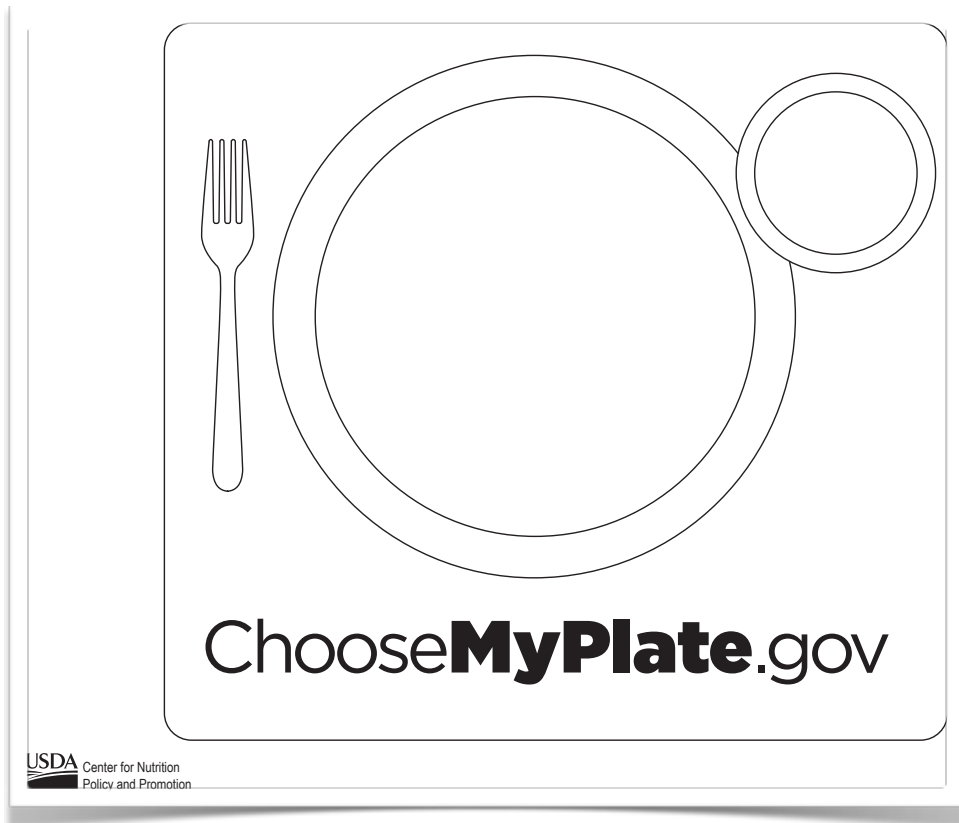
Peach Heaven by Yangsook Choi ISBN # 9780374357610	The Korean town where Yangsook lives is famous for wonderful peaches, but one year a heavy rainstorm threatens the crop.
The Peach Tree by Steve Tiller ISBN # 9781932317039	The Peach Tree is about a story of a boy looking forward to summer. He remembers that whenever he had a peach, not just any peach mind you but one of those big ripe juicy peaches, it was always a warm and sunny day. He thinks he knows just where to find such a peach even in early spring. The conversations that follow with Mr. Peaches teach lessons about time, patience, and reaching for the things in life you really want.

Websites:

USDA MyPlate: <http://www.choosemyplate.gov/>

Fuel Up to Play 60 (National Dairy Council): <http://school.fueluptoplay60.com/tools/nutrition-education/school-nutrition.php>

Appendix A

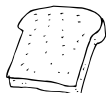


Name: _____

**MyPyramid
FOR KIDS**

Eat Smart with *MyPyramid for Kids*

Draw a **circle** around the foods that are in the **Grain Group**.



Slice of bread



Baked potato



Popcorn



Pasta (bowtie)



Cereal



Candy bar

Draw a **rectangle** around the foods that are in the **Vegetable Group**.



Carrots



Spinach



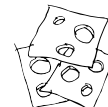
Grapes



Pasta (macaroni)



Broccoli



Swiss cheese

Draw a **square** around the foods that are in the **Fruit Group**.



Corn



Orange juice



Apple



Banana



Strawberries



Muffin

Draw a **triangle** around the foods that are in the **Milk Group**.



1% Milk



Yogurt



Egg



American cheese



Cookies



Orange juice

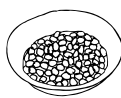
Draw an **oval** around the foods that are in the **Meat and Beans Group**.



Peanut butter



Egg



Beans



Chicken

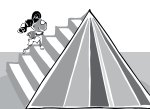


Pork chop



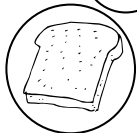
Fish

REPRODUCIBLE TEAMNUTRITION.USDA.GOV



Eat Smart with *MyPyramid for Kids*

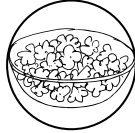
Draw a **circle** around the foods that are in the **Grain Group**.



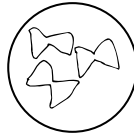
Slice of bread



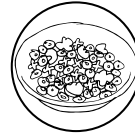
Baked potato



Popcorn



Pasta (bowtie)

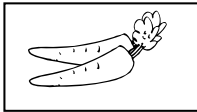


Cereal



Candy bar

Draw a **rectangle** around the foods that are in the **Vegetable Group**.



Carrots



Spinach



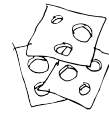
Grapes



Pasta (macaroni)



Broccoli

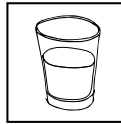


Swiss cheese

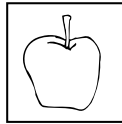
Draw a **square** around the foods that are in the **Fruit Group**.



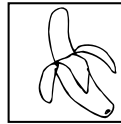
Corn



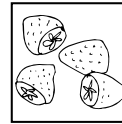
Orange juice



Apple



Banana

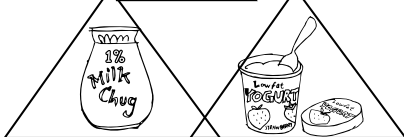


Strawberries



Muffin

Draw a **triangle** around the foods that are in the **Milk Group**.



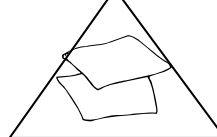
1% Milk



Yogurt



Egg



American cheese



Cookies



Orange juice

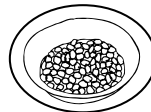
Draw an **oval** around the foods that are in the **Meat and Beans Group**.



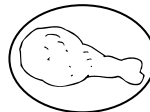
Peanut butter



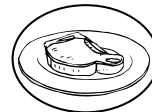
Egg



Beans



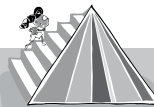
Chicken



Pork chop



Fish



Which breakfast foods do you like?

